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Grammar.

THE methods of instruction embodied in Murray's and Brown's Grammars, and in those of most of their competitors for public favor, consisted mainly in committing to memory definitions and rules, in applying these, for the purpose of practice, to various styles of composition by *paraphrasing*, and in the *correction of false syntax*. Most of the later grammars vary or precede these exercises with the *analysis of sentences*, affording practice in the principles of general grammar, as preliminary to special rules. Still more recently, a different class of elementary grammatical text books have appeared, under the name of *Language Lessons*, the special design of which appears to be, to supply considerable practice in the actual use of language, as a substitute, to some extent, for analysis and parsing. Probably, there is no subject that has been taught with so great a disregard of the fundamental principles of teaching as English grammar; and there is certainly none that has so imperfectly attained its practical aim—correctness in the use of language. This has arisen from two errors of procedure: (1) an attempt to teach definitions without developing in the minds of the pupils the ideas underlying them, and rules previous to an illustration of their necessity; and (2) confining the instruction to merely theoretical and critical work, without sufficient practice in the application of principles and rules to the actual use of language. The introduction of analysis was the result of an effort to reform the first of these errors; and the language-lesson system, a reaction against the second. Grammar being, distinctively, the *science of the sentence*, the preliminary step in all grammatical instruction must be, to give to the pupil a clear and correct idea of what constitutes a sentence, by presenting for his examination and analysis examples of sentences of a simple structure, by analyzing which he will easily be made to see what principal parts must enter into their composition, and how other parts are used as adjuncts.

Parsing consists in finding out these parts of speech, and determining their properties and relations. Both should be combined, as is the case in similar operations in other sciences. The botanist analyzes a plant, and then names and describes its several parts. The anatomist dissects a subject, and then characterizes the organs thus brought to his notice. Grammar can be studied successfully in no other way. Parsing, without a preceding analysis, can lead but to a very imperfect knowledge of the organic structure of sentences." To the value of the analytical method, Prof. Whitney thus bears witness: "Give me a man who can, with full intelligence, take to pieces an English sentence, brief and not too complicated even, and I will welcome him as better prepared for further study in other languages than if he had read both *Cæsar* and *Virgil*, and could parse them in the routine style in which they are often parsed." Parsing should not be made a routine; when it becomes such, it is worse than useless. The constant application of complicated definitions

and rules derived from a language of inflections, to English words and sentences having scarcely an inflection, is to the pupil a senseless process, and must only tend to dull, instead of cultivating and sharpening his intellectual faculties. It makes him, as has been said, "a parsing machine." The definitions and rules of English grammar should be simplified, recognizing the fact that English is not an inflectional language, except in a very few particulars; and hence, that the principles of *agreement* and *government* have scarcely any application. The multiplying of rules that regulate nothing, is idle. Thus, of what use is it to cause a child to repeat, in parsing, twenty times, perhaps, in a single lesson the so-called syntactical rule, "Adjectives relate to nouns and pronouns," when he has already learned as a definition that "Adjectives are words added to nouns and pronouns?" The editor of the last edition of Brown's "Institutes of English Grammar," remarks, in an observation on the treatment of Syntax in that work: "Nearly one-half of the twenty six rules of syntax laid down in this work, are rather a repetition of the definitions comprehended in etymology than separate rules necessary to guide us in the construction of sentences;" and the same may probably be said of most grammars. All such needless machinery should be eliminated. The application of the terms *case*, *gender*, *person* and all other designations of inflectional variations of words should be kept within the narrow limits prescribed by the simplicity of the language. In most systems of grammar, however, we find these terms used in so ambiguous a way as almost hopelessly to secure the subject and perplex the learner. Sometimes, for example, *case* is used to indicate a form or inflection, at others a mere relation without change of form; while the fact to be taught is, that where there is no inflection there is no case. The rule that a "noun which is the subject of a verb must be in the nominative case" is, in English, useless and absurd. The senseless machinery of English grammar, as it has been generally taught, has brought the whole subject under reprobation, as being useless in an elementary school curriculum, and as superseded in that of the high school and college by the study of Latin; while there is no doubt that college graduates, in the United States, are generally in nothing so deficient as in a practical and critical knowledge of their own language. While it is very true that the use of every language is a matter of habit rather than of rule, every writer and speaker knows, that there are myriads of instances in which the ear and the memory, however trained by habit, will not serve as a guide and that a knowledge of [the principles and usages of language in regard to nice points of construction, is indispensable.—*Encyclopædia of Education*, by KIDDLE and SCHEM.

New York Latin School.

REV. M. MAURY, D.D., AND
JOHN B. HAYS, M.D., Ph.D. *Principals.*

It is with pleasure that we are permitted to lay before the readers of the JOURNAL, the impressions made upon us during a day's visit to this school.

The School is located at No. 23 E. 49th street, N. Y., between Fifth and Madison aves. The rooms are convenient, well lighted and ventilated. It is in a part of the city where just such a school is needed, and from the number and character of the scholars, we are happy to know that the best class of citizens show their appreciation, by their liberal patronage.

INSTRUCTION.

The Curriculum of study embraces the common English branches, Mathematics pure and applied, History, Fine Arts, Latin, Greek, German and French. Pupils are prepared for admission to College, to U. S. Military Schools or for business.

CLASSICS.

The Classical Department is under the special charge of Dr. Maury, a graduate from Columbia College, assisted by G. W. Brown, Jr. A.B., a graduate from Princeton College. We listened with great satisfaction to recitations of classes reading *Cæsar*, *Virgil*, *Xenophon's Anabasis*, Latin Exercises, Greek Grammar, and a large class beginning Latin. The recitations showed great thoroughness in elementary principles and close attention to the construction of the languages. Had we seven sons or seventy to fit for College, we should be satisfied to have them all at the New York Latin School. Similarity and contrast in the construction of the English, Latin and Greek languages, were discussed in the classes in which the scholars were not only attentive listeners, but engaged in the discussion with commendable zeal and enthusiasm.

MATHEMATICS.

The Mathematical Department is under the special care and instruction of Dr. Hays, a graduate of the University of Pennsylvania. The distinguishing feature of the recitations in this Department was a business like enthusiasm, producing quickness of perception in the mind of the scholar, promptness of action, and rapidity in calculation. Every recitation is a firm drill, and cannot fail to prepare boys for the active duties of life. We were greatly pleased with the proficiency of the classes in higher mathematics; they exhibited a knowledge of principles and showed their ability to practically apply them, and this is rarely found in our preparatory schools. Dr. Hays' wide experience as a mathematical instructor will add greatly to the efficiency of this school.

GEOGRAPHY, ETC.

We listened to a most interesting recitation in Geography, conducted by Mr. Brown, and to a not less interesting exercise in Reading. The class in reading was composed of boys from 14 to 16 years of age if our judgment does not mislead us. The lesson read was a selection from *Willis*. The lesson was first read in concert by teacher and scholars, the voice of the teacher being distinctly heard above the voices of the scholars, leading them in movement and expression. Then the same exercise was read by the members of the class separately, and mistakes criticised and corrected.

The thoughts were clearly and forcibly brought out. The drill was excellent and cannot fail to make good readers.

FRENCH.

The French is taught by Prof. Regnoui, from Paris, whose professional ability as a teacher of his native language, is widely known and acknowledged. The close attention of the scholars and the personal drill given each were commendable features of the recitation.

The Primary Department is taught by Mrs. W. L. Maury, an able and efficient teacher, who is laying a good foundation for the work of the higher Departments.

DRAWING

Is taught by Prof. M. Morse, whose professional labors in this city, for the last thirty years, have secured for him a reputation which many have sought but few obtained. An hour spent in his class-room shows that his popularity has been justly earned.

MILITARY DRILL.

Between the hours of 12 and 1, all the members of the school receive military drill, under the direction of Capt. Webber of the 71st Regiment.

The school is provided with a Gymnasium to which the scholars have access, and in which they exercise on parallel and horizontal bars, and climbing ladders, as well as with rings, Indian clubs, etc. Base-ball and Foot-ball are engaged in and offered a pleasurable amusement as well as exercise.

MUSIC.

Choral singing is taught and lessons on the Piano and violin given, without additional charge; the former is under the charge of the celebrated Prof. George William Warren, the organist of St. Thomas' church; the latter under the instruction of Mr. Regby, of London. A weekly report of attendance, punctuality and scholarship is recorded in a neatly bound report-book and sent home every Monday, for the perusal and examination of parents.

At the close of the school on Monday, one of the Principals reads to the scholars, gathered in the assembly room, the report of punctuality, deportment, and the average standing in recitations for the preceding week.

A strong sympathy evidently exists between teachers and scholars, rendering every face radiant with the smile of contentment and happiness. The principals and teachers are enthusiastic in their work and inspire their pupils with a like enthusiasm.

NAT. PHIL.

Chapters from an Earnest Teacher's Note Book.

No. II.

I studied over the matter a good deal, but still found myself in darkness as to the best modes of government. I pondered over the thing until I began to fear I was not cut out for a teacher at all. I had a programme of study, but frequently overran the time if the subject was interesting; to suit the parents I kept school until long after four o'clock in the afternoon. I confess I rarely ventilated the room; and if the cracks in various localities had not done this for me I think serious illness might have prevailed. However, the term came to an end; the four months were over and I returned home. I could only feel I had most poorly done the work assigned to me, in other words that I had done no real teaching.

And how should I ever do it any better. I visited other schools; I found to my surprise that others were in as deep water as I was; in other words, they taught no better than I did. In the course of the summer I heard that in a certain village, about nine miles distant, was a young man, named Harrington, who possessed remarkable powers as a teacher. I determined to visit this school. I found a very plain building in its exterior and interior; but when I entered I found an attentive group of young beings. There were, perhaps, forty in all, of all ages and both sexes. One of the pupils came forward and gave me a seat. When the class was finished the teacher greeted me cordially. In a few moments the children sang a sweet song "Evening Bells," the teacher leading in a melodious voice. Then the reading class was called forward. They read naturally and with interest and evident understanding. Then followed another song, "Lightly Row." Then the spelling occupied a few moments and recess followed. We sat down to talk, but were interrupted by the entrance of an older girl leading in a younger one who was crying. I was amazed at the interest the teacher manifested, and not less by the assurance of sympathy they seem to have. They knew their teacher felt sorry for them when they were hurt or suffered; they came to him with troubles and joys as well as lessons. I learned a valuable lesson by this little incident, and determined not to forget it. When the exercises were resumed, the first thing was a song, and in this there was evident delight. I found that song was an outlet for the desire to express, to speak, to communicate. The charge of wickedness that is so often brought against children because they will whisper is not well founded. There exists in them a natural and proper desire to utter their joys, emotions and ideas. He who bottles these up by main force, does an injury to the child; he benumbs its intellect; he dwarfs its powers. Let them utter themselves as much and as often as possible; provide a means in beautiful songs.

What filled me with astonishment was the simplicity of the means employed. There was no friction; no dashing of pupil with teacher; each seemed to strive to help and benefit the other; there was mutual love. The teacher ingeniously helped over the difficulties, threw in light and encouragement.

I became satisfied I had before me an extraordinary teacher, and determined to come again. I rose to go; the children sang, "Farewell, but come again," and evidently by their roguish eyes enjoyed my confusion and evident pleasure.

I returned in a few days and again inspected this wonderful school. The children were of poor parents evidently—the charm was not in them. I saw it lay in the teacher. I cried out "Where did you learn to teach so well? where did you go to school?"

"I have been attending the Normal School."

"Who is the teacher there?"

"Mr. Page."

Yes, he was a pupil of [the revered, the remarkable, the

lamented David P. Page. This explained the skill, the ease, the sympathy, and the earnestness of the pupil. He had copied well his master. I determined that I too would attend the Normal School.

Grammar: How teach it?

It is of prime importance in teaching Grammar to make the subject interesting; if we fail here we fail totally. The pupil must know how to handle mentally, the principles given him daily by the written lesson and vitalizing force of the teacher. The handling consists in using the elements in the formation of sentences and analyzing them. The fact is becoming more and more apparent from day to day that we learn the principles of language much as we learn other principles, by building sentences, not by tearing down or dissecting sentences furnished by the Grammarians. I am glad that we are becoming more philosophical, and as we get to the true method, dryness and want of interest by pupils will disappear. Instead of saying to a class you will analyze or parse, as the case may be, the 10 sentences on a certain page for your next lesson, show them how to build sentences having the elements in, that you want to consider the next lesson. Have the class put one or two such sentences upon the board, then have them change places and criticize each others work, then change back and correct the work; then analyze or parse if you must, and see that each member of the class fully comprehends the points of the lesson, continue thus, and if the teacher possesses ingenuity of only a medium degree, he will never have his pupils complain that Grammar is such a dry study.

When the principles are learned, then find applications in standard writers, occasionally, but don't make this the only thing you do. If you meet with a difficult construction don't simply at one swoop, dispose of it and pass it, but supply many parallel constructions, then call upon the class to do the same; and the test always should be to supply or give a sentence containing a parallel construction, unless the pupil can do this readily, he is not ready to leave the lesson. Call for 8 or 10 sentences to be prepared for the lesson the next day and so continue until all are prepared to take up a new subject. In my next I will attempt to be still more specific.

G. W. SNYDER.

The Rod in the Schools.

It seems to us that the question as to whether corporal punishment shall be allowed in the public schools admits of a simple answer. A school is a little monarchy in which there will always be some unruly subjects, and authority over them must be given to the teacher, with power to maintain it. No scholar can remain in a school who is not subject to the teacher in all matters affecting school discipline, and as the time may come when obedience can only be enforced with the rod, the teacher should have the right to use the rod or expel the rebellious pupil. Which course he shall take should be settled beforehand between the parents of each scholar and himself. As a general rule those children whom their parents esteem too tender and precious for beating will have grown so accustomed to the rule of kindness at home that they will not be apt to come into open conflict with the teacher, and if they do they should be sent to their parents to learn how to behave themselves so as to deserve immunity from the rod. Children whose father and mother are ready and willing to entrust them to the teacher with the injunction to flog them if they do not obey the rules, are generally well used to the birch and are apt to put their preceptor to the frequent exercise of his authority. At best corporal punishment is a harsh and brutal remedy for bad behavior, and those families, schools and communities in which it is seldom or never used are the happiest and the best disciplined. Until it ceases altogether in families it is idle to expect it to be laid aside altogether in schools; and after there is no further necessity for it in schools, society may get along without it. The parents have but few children to manage; they control them from infancy and have every claim to their respect and love. When they can secure perfect obedience in their family circle, silence at will, and industry for five hours in the day without the use of the rod, they will supply material to a school which no teacher will need to whip into shape, and on which they should not allow any one to lay a hand save in the way of kindness. When they have brought up boys and girls who are impudent, idle and disobedient, and when they can only maintain the peace of their household by the constant infliction of punishment, they must not expect that a teacher can rule the children whom they have spoiled, without resorting at times to the methods which they have abused. Such parents must grant more than usual authority over their unruly children, and to refuse to allow a teacher to punish them would be to introduce anarchy into the school. For such parents the remedy of expulsion applied to their child-

ren would be a source of never ending torment, as they their boys and girls coming home to them like bad coin. A bad school, like a bad family, is known by the amount of flogging in it. In proportion as the rod is unknown a perfection of discipline may be inferred, and good order is the requisite for rapid progress in knowledge. A teacher who has to spend the most of his time in beating boys is soon good for nothing else, as he loses the temper and habits of an instructor. Such a person ought to be put out of school at once, since he will be violent and inefficient whether the rod be taken away from him or not. By selecting men and women possessed of the natural tact, dignity and force of character required to impress and control a number of children of every sort brought together in one enormous family, the School Commissioners will do more to abolish corporal punishment than by passing a hundred rules prohibiting it. Such teachers will be able to get along with using the rod, and the sentiment of our times will insist upon having such teachers, since the old days of education by rulers, canes, leather straps and rawhides belong to the era when they flogged sailors in the navy and considered Solomon literally the wisest man that ever lived.—*New York World.*

Philadelphia.

(From our Correspondent.)

In my former letter I drew some comparisons between the systems of education prevailing in your city and in this. I have gathered up a good many ideas by going around. The people went at "Free Schools" as though millenium would come when they were established, but as it has not, they are stopping to consider the case. That abuses and defects exist is conceded by all. It is conceded that the root of the trouble is to be found in the system of selecting and employing teachers. There is not an expert on the whole Board of Education, but if there was that would do no good, for the Directors (what you call Trustees), have this matter in hand; and it is not too much to say that there is not a Director that can select a proper teacher. It is a good deal like getting into the Custom House, you must have the influence, they say—of course a somewhat different kind, from what you have in politics, but influence of some kind you must have. Hence education is no longer given in the public schools—if it is given anywhere, it is in the private schools, which exist solely on their merits. "Oh," you will say, "he is an enemy to the public schools." Not so fast; I see the deficiencies too well to pass them over. A class of crammers by influence have taken possession of the public schools; the teachers possessing gifts of teaching are crowded out, and we are getting the effects of it at last. Like the Civil Service, the Public Schools are at last under full headway in a pernicious system. The general complaint here is that the so-called teachers do not teach, they cram; "teaching is played out" is a common expression among those who have no especial ability to form the minds of children—their own minds are unformed. By the way, a common synonym for mind here among the teachers is "knowledge box."

The papers are beginning to discuss the schools a good deal, but the root of the difficulty is in the selection and appointment of teachers. Besides this, they claim there are superfluous teachers, more than is needed; they are going to fix upon about 40 pupils for a teacher, and allow a school-teacher in proportion to the number of pupils; probably the "sliding scale" will be adopted with all its defects.

REDUCTION OF SALARIES.

The Common Council adopted a resolution to cut off ten per cent. from the salaries of the teachers; and the Board of Education will be obliged to make it. It is painful to contemplate, but it will be still more so to endure. There has been a discovery that in the second section (ward) the cost per capita is per annum \$11.20, but in the ninth, it is \$17.40. Shade of Penn! There is a colored person in the fence sure.

ITEMS.

They do not allow married women to teach in Philadelphia, the main reason being that there are so many unmarried women who need some money to buy clothes, etc., so Director ——— says. At the Girls Normal School they used to allow the girls when they were sick (or claimed they were) to go to the library; now they direct them to go to the Principal's room—result is a surprising reduction in case of illness. They say "the teachers of the old rickety building in Park Avenue, have raised rumors the building was insecure, and this has occasioned a great falling off of pupils. They would not do this in New York."

In 1871 London contained 574,693 children in need of elementary education, and only 263,259 places in schools for them. In 1877 the voluntary schools have room for 284,744, while the School-board schools, existing or planned, have room for 220,540 more.

PHILIPS ACADEMY, N. H., has begun its ninety-fifth year.

Pierce's Business College.

PHILADELPHIA, PA.

This important institution is located at the N. E. corner of Tenth and Chestnut streets, and occupies a fine suite of rooms, well fitted up and convenient.

OFFICERS.

The Principal is Thomas May Pierce, M. A., a gentleman of thorough business qualifications and scholarly attainments, and one zealously devoted to the interests of his school. Of his qualifications, and his pre-eminent fitness for the head of the entire faculty, we need say but a word. Few men are so well prepared to succeed.

The Business Manager is the Rev. John Thompson, a man most competent for the responsible position he occupies. Straight-forward in character, cordial in manner, and possessed of executive ability of no common order, he is admirably fitted for the duties devolving upon him and is sincerely beloved and respected by his associates and pupils, as, indeed, he is by every one who has the pleasure of an acquaintance or dealings with the reverend gentleman.

Professor J. H. Warren's reputation as a skillful and accomplished Penman is well-known; he possesses the ability also to impart a practical knowledge of that desirable art to his pupils.

Professor Geo. E. Pool is the teacher of Bookkeeping and made his record as a public accountant in this city before taking the position he now occupies with honor to himself and satisfaction to the patrons of the College.

The English department is in the hands of Prof. Ibach, a gentleman of fine attainments and whose efforts in behalf of education, have won for him deserved distinction.

The instruction in Commercial Law is given in fortnightly lectures by S. Edwin Magargee, Esq., of this city, and an accomplished, practical, and scholarly member of the Philadelphia bar.

THE COURSE OF STUDY.

The studies are so selected and arranged as to give its pupils a thorough and systematic training in Bookkeeping—double and single entry—embracing every feature in the various branches of trade and commerce, Individual, Company, Compound or Stock Operations, including a thorough knowledge of Mercantile, Banking, Brokerage, Real Estate, Commission, Rail Road, Steamboat Bookkeeping, Jobbing, Wholesale and Retail business in general, the making out of bills of every description, balance sheets, accounts, current, account sales, etc., and so familiarizing them with every detail, object and design of the different forms, customs and papers of an actual business house of whatever kind of description that they have no difficulty when in the actual control or management of their own affairs, or that of others, in conducting them systematically: to acquaint them with the forms and customs of mercantile life; to inculcate those habits of industry and scrupulous attention, application and punctuality in all details necessary to the successful merchant, and to fit them, in fine, for the prompt and proper discharge of all the duties that attach to any department of mercantile life.

CENTENNIAL AWARD.

The Centennial Commission granted an award to the College, and it was worthily deserved.

MISCELLANEOUS.

The number of students already entered and the average daily and nightly attendance at the college is much larger than it has been at any previous period of its existence, and present indications point to a busy season and a corresponding success. Of the importance of such an education to all young men intending to pursue or adopt a mercantile career we need scarcely speak. Our common schools and colleges do not pretend to afford it and this fact places the institutions that devote themselves exclusively to it among the most valuable and necessary in the country.

LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL:

Your article in regard to higher education in the city, concerning which much has been said of late, by men who seem to abstain from obtaining any reliable information on the subject, seems to call for some little consideration from one who has long been friendly to the College for young women, and to the College for boys. I would advise you to lay before the opponents of these two excellent institutions, some of the old reports on the subject of higher education, signed by men like Robert Kelly, Thomas Denny, John A. Stewart, and Erasmus C. Benedict; those papers are but little read now-a-days. The man who wants to give that information "got up there," don't want to know anything about higher education; don't want to know why the Free Academy was founded. It may be, he don't want to be an American citizen. He has his orders and is bound to obey

them. Thus, he divides all the money spent on a thousand students, by 50, and gives you the cost for graduating each student. He will tell you, in the face of all the reports of the founders of the Institutions, just what he thinks, will tell best, in the next issue of his owner's paper. Now I frankly advise you not to answer any article in any other way than by obtaining the official records, laws, and such other data, as may be found among the records of the institutions themselves. Nothing that you could do, will so thoroughly expose the utter want of honorable dealing, on the part of these writers, as a clear, concise, historical sketch of the establishment growth and unparalleled success of these noble institutions. Members of the Board who oppose any of these Colleges, openly, will no doubt meet their reward in this city, in some way or another, if they conscientiously believe, that which they utter. But the nature of their reward will depend largely upon the effort they may have made to inform themselves concerning that of which they spoke.

L. E. D.

To the Editor of the NEW YORK SCHOOL JOURNAL.

Many thanks to some one for a copy of your excellent JOURNAL, of the 27th ultimo. The article of Mr. Benson on Evolution, is most opportune.

He merely alludes to the argument from "chemical ingredients. To me it has been a matter of surprise that the Darwinian Theory has not been attacked from the strong position that may be taken in Mineralogy. Are there not gradations in the mineral kingdom as well as in the vegetable and the animal? But does any sane mind imagine that one metal was ever evolved from another? Is it not manifest to every candid investigator, that the several metals—gold and silver for instance—were created such in the beginning? The foolish Alchemists may have had strange waking dreams about transmutation. While experimenting they stumble upon some useful discoveries and inventions. Thus it may be with Darwinism. Alchemy and Darwinism will one day rest as mummies in the world's cabinet of curiosities.

J. H. BRUNNER.

BOOK NOTICES.

THEY ALL DO IT. J. M. Bailey. Lee & Shepard.

"The Danbury News-man" has compiled a large number of his sketches and essays under the above title, which purports to be a faithful record of what befell the Miggees of Danbury and their neighbors. This book belongs to that class inaugurated by Mr. Habberton's "Helen's Babies."—Like that book, it presents to the public a mass of light reading matter, to be taken up at any time. As the author says, it is not meant to be read through in a hurry, but is to be caught up at odd times. "It is designed to rest you when you are tired, to cheer you when depressed, and to tone you down generally when you are inclined to make yourself disagreeable about the house."

MR. NELSON SIZER, a prominent exponent of the school of phrenology founded by the Fowlers, has put the practical results of his experience in a volume entitled, "Choice of Pursuits." The author describes seventy-five different trades, businesses and professions, and sets forth the peculiar talents and temperaments best suited to win success in them. The work will yield valuable hints to thousands who stand in doubt and distrust of their own talents, but, of course, where nature has given no distinctive bent, books and counsel can only partially supply the place of the self-election, confidence, inspiration, and enthusiasm which bridge the way to great achievement. New York: S. R. Wells & Co.

THE ADVENTURES OF MILTIADES PETERKIN PAUL. By John Brownjohn. 33 illustrations by Hopkins. Price 50 cents. D. Lothrop & Co., Boston.

Here is something spicy. These twelve adventures of a little boy are the most purely humorous contributions made to juvenile literature during the year. Hopkins' drawings are irresistible, and the book is sure to prove a genuine favorite with the boys year after year. The little fellows who are always looking for "a funny piece to speak" in school, will find the "Adventures of Miltiades," exactly what they need.

MONDAY CHATS, translated from the French of St. Beuve with a sketch of his life and works, by Prof. Mathews, LL.D., 298 pp. \$3.00. S. C. Griggs & Co., Chicago. These essays, in their line, are unequalled in the literary world, and evoke the most laudatory notices of American and European reviews. "The finest critical spirit of our time," says Mathew Arnold. The portraits sketched are those of Louis XIV, Fenelon, Bossuet, Massillon, Pascal, Rousseau, Geoffrin, Joubert, Guizot, Galiana and Frederick the Great. Dr. M. does not conceal the skepticism of St. Beuve, nor is he blind to other weaknesses, but candor and grace draws a more mental image of the man, who is a study profitable to all thinkers. The book is printed and bound uniform with Dr. M.'s other admirable productions.

SAVED. By Miss Margaret E. Winslow. National Temperance Society. 318 pp. \$1.25. This is a true story of a high-born family ruined by fashionable indulgences, but saved by personal sympathy and the grace of God. The graceful writer is well-known as a poet and journalist, as well as a laborious Christian lady. We have read the book with admiring interest, and commend it as a volume much above the usual run of fiction.

L. CLARKSON, of Maryland, author of "Violet," has a new volume of poems, "Gathering the Lillies," in press by J. L. Sibole & Co., Philadelphia.

Mrs. HARRIET BEECHER STOWE will begin a serial story, "Our Folks at Poganuc," in the *Christian Union* (New York) this month. It is said that this story is one of Mrs. Stowe's admirable pictures of New England country life, dramatic, pictorial, pathetic and full of that mysterious life-principle which is the first condition of the highest art in every form of literature.

"The Nursery" is a magazine for young readers, and is a charming and fascinating periodical. Its lessons are all pure, and inculcate kindness and love to each other.

The *Wide Awake* is one of the most delightful magazines published. Always interesting, always fresh, always welcome.

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In "Scribner's" for November appears the first installment of Edward Eggleston's new novel, "Roxy." The scene is laid in Indiana. The coming book may be expected to be a great improvement upon its predecessors. Peculiar studies of character abound in this story; and though they are frequently mere sketches, they are drawn with wonderful skill and strength. Major Tom Lathers, candidate for Sheriff, is a type of a politician which every Western man will recognize, and his conscious blendings of Scripture and rascality will be recognized as very like the ways of some people who have not been in Western politics. The heroine is unselfishly devoted to a half-witted boy, and the manner in which the boy's shallow mother regards this kindness, is expressed in language and with an air which will amuse the modern mother intensely. The same magazine contains "An Isle of June," by Frank B. Stockton. The tale referred to is the oft described New Providence, but no one else has yet described it with such genuine humor.

THE COLOR OF MARS.—Several hypotheses have been advanced to explain the reddish color which characterizes the bright parts of the planet's disk. Mr. Huggins comes to the conclusion that this peculiarity is not due to the planet's atmosphere. Indeed, Arago has called attention to the fact that upon this hypothesis the redness should be more decided at the borders of the planet than in the central portions, since the luminous rays traverse a greater thickness of atmosphere, and traverse it more obliquely, in the regions near the limb, when the contrary effect is observed. It has also been remarked that this hypothesis does not explain why the red tint is not general. Mr. Lockyer has suggested that the color may depend upon the cloudy state of the planet, and the spectroscope gives considerable support to this hypothesis. In 1863 the planet was clearer of clouds and more ruddy than in 1864. The explanation of this is that when Mars is clouded, the light reflected by the clouds undergoes less absorption than that reflected by the planet itself. The spectroscope indicated this increased absorption on one occasion by showing that the reflected sun-light was without a large portion of the blue rays.

Lambert has attempted to explain the ruddy color of the spots and their disappearance or indistinctiveness during the Martial winter by the hypothesis that the vegetation on the planet is red, instead of green. Hence, in the Martial summer the surface has a ruddy appearance, which disappears in winter. As Mr. Proctor remarks, if this hypothesis were true, the rapid changes of color which have been noted by many observers would indicate the sudden blooming forth of Martial vegetation over hundreds of square miles of the planet's surface. Finally, we have the hypothesis—first advanced, we believe, by Herschel, and still accepted as

the best explanation of the phenomenon by many astronomers—that the red color is due to the character of the planet's soil.—*The Galaxy*.

Educational Notes.

THE ceremony of laying the foundation-stone of the University buildings at Nottingham, England, took place on Oct. 27. The cost of the buildings, including the land, will be £60,000.

THERE are 222,000 books in the Harvard library.

THE whole number of graduates of Williams College is 2,470. The total number of students is 204.

MISSISSIPPI will receive no money from the Peabody school this year.

THE vacancy at Oberlin occasioned by the resignation and removal of Prof. Ryder is temporarily filled by the appointment of a graduate, W. G. Frost, as instructor in Greek.

THE new library building at the University of Rochester was presented by Hon. Hiram Sibley on condition that it should be thrown open to the public.

THE Smith College trustees have decided to build a new dormitory to furnish accommodations to boarding students.

THE professor of English literature in the Imperial University of Japan is W. A. Houghton, a Yale graduate of '73.

THE University of the South, at Sewanee, Tenn., has between two and three hundred students.

HARVARD has 168 seniors, 208 juniors, 198 sophomores, and 289 freshmen—811 in all.

THERE are now 115 Chinese students in this country.

THE Sophomores of Kenyon College have been suspended in a body for hazing.

PHONOGRAPHY has been successfully introduced into the evening high-school at Chicago.

YALE COLLEGE was named after Elihu Yale, who made very liberal donations to it. The faculty has voted not to permit the Thanksgiving jubilee of the students. The immoral tone of last year's festival is the reason given.

THE sophomore class of Wellesley College gave each of the new-comers of the freshman class a bouquet, and invited them to a reception—not a hazing. Let the male colleges follow the example.

BOSTON UNIVERSITY opens with full classes in all departments. The law school has one hundred.

AUSTIN COLLEGE, Texas, has been removed from Huntsville to Sherman; Rev. Mr. Pugh is president. Rev. F. T. Mitchell has become president of Andrew female college.

OWING to the generosity of John B. Trevor of New York, a new professorship of Latin has been established at Rochester University, which has been filled by the appointment of Mr. Henry F. Burton.

THE Rev. Dr. Cyrus Hamlin, president of Roberts' college at Constantinople, will fill the chair of systematic theology at Bangor Seminary.

THE introductory class of the College of the City of New York comprises 736 students drawn from the public schools.

THE Wisconsin State university opened with one hundred students in the freshman class.

WHILE a few New York educationists, "friends of education" (?) are protesting that the city cannot afford to teach the graduates of the public schools anything more, and think they learn too much now, the city of Boston has established a "Latin School for Girls." The gallant old "Hub" believes in Higher Education at the public expense and so do we.

THE State Superintendents meet this year in Washington the second week in December; nearly every one is expected to be present.

COST OF CRIME.—A few condensed facts will show that crime costs fearfully. Talk about the cost of education, if you will, but do not compare it with the cost of crime or ignorance. Pauperism, it appears, grows out of idleness, improvidence, drunkenness or some form of vicious indulgence. The report of the State Board of Charities shows that in about 1,000 cases over sixteen years of age, there were caused by

Intemperance,	62 per ct.	With pauper fathers,	3 per ct.
With intemperate fathers	45 "	" "	11 "
" "	mothers 17		

The State Prison Association shows,

No. of prisons,	6
" convictions,	3,582
" jails,	67
" convictions, over	100,000
" " New York and Brooklyn,	76,005
" young men sent to reformatory institutions,	2,447
" committals to Tombs,	47,659
Cost of Charities and Correction Dept.,	1,150,230
" Police, etc.,	5,500,000

BOOK-KEEPING EXTRAORDINARY.—This is the way the city of New York does business:

From License fees,	RECEIPTS,	\$300,000
To pay for pauperism and crime, and inestimable misery,	OUTGOES,	\$7,000,000

THE TEACHER'S ASSOCIATION.—At the November Reception, on the 10th instant, the following was the programme:

QUARTETTES: "The Three Glasses," "Evening Song," "The Night," "O, who will o'er the downs," by the Orpheus Quartette.

READINGS: "The Painter of Seville," and "Robert of Lincoln," by Miss Blume; "The young Soldier," and "Charlie Machree," by Miss Farrell.

SOLOS: "Dare Still," "The Nightingale's trill," by Mrs. Kate Reed; "The Beacon that lights me home" and "Floweret I kiss thee," by Mr. Fred Harvey; Duet, "Il Convegno," by Mr. Reed and Mr. Harvey.

EDUCATION IN FINLAND.—The salaries of the teachers vary in the different schools. In the country primary schools the average salary at present is about \$200; somewhat more for the gentlemen and somewhat less for the lady teachers. The teachers of the same schools in cities receive a little more. In the secondary schools, the ordinary male teachers receive \$560 to \$980, and the ladies \$320 to \$480. The ordinary teachers of the polytechnic school are paid \$840 to \$1,200, and those of the teachers' seminaries \$740 to \$1,040 for males, and \$286 to \$400 for females. At the university, ordinary professors receive \$1,500 to \$1,800, the extra professors \$1,000, and the special instructors in drawing, gymnastics and music \$600. In connection with the salaries here given, it is to be recollected that the money has a much greater purchasing power in Finland than in America. The state also pays teachers who have worked faithfully for thirty or thirty-five years their full salary as a yearly pension during life. In case of incurable sickness at an earlier time, a pension of smaller amount is allowed.

Brown's Grammar.

The Board of Education decided to cut off this well-known text-book from the list of supplies. It has acquired a remarkable reputation and will retain it, probably, to all time. It contains the best digested and most complete system of English Grammar extant. Unfortunately, it is its completeness that renders it objectionable; teachers have required it to be learned word for word. There was much force in what Mr. Walker said, yet the fault is not, after all, in the book. The teachers say, they must have the book learned word for word, definition, rule, exception and note or else the superintendents will not mark them excellent in their grammar classes. The Superintendents say, "they cannot know the scholars have learned grammar unless they can answer their questions."

It might be well to note here the difficulties that are surrounding the system of teaching through and by means of teachers possessing little or no taste, tact or genius for teaching. As such teachers must be employed—for they will get places—there must be some plan to see that nothing is left to discretion, that they do their work properly. The Course of Study was altered a year since, the requirements pertaining to grammar lessened, but the same book was retained. The truth is the book might have been modified to meet the new Course and still be used in the New York Schools, and such, we understand is the design. A new Brown's Grammar—"with all the modern improvements," we welcome it in advance.

BIOLOGY. Lectures by Joseph Cook. J. R. Osgood & Co. Probably no man in the United States has attracted so much attention in scientific and religious circles as Joseph Cook, who delivered the series of Boston Monday lectures last year. At the close of the fourth lecture, he had aroused such an interest in the subject, that for want of room the lectures were delivered in the Park-street Church. But this soon proved to be insufficient to contain the steadily increasing audiences, and Tremont Temple was secured for the remainder of the course. Often during the winter this place was filled to overflowing, with people representing the deepest and broadest scholarship and the highest culture of New England. These lectures were reported in full at the time of delivery, in the Boston Advertiser, and were also published in full in London and New York, where they attracted much attention. The present volume contains thirteen lectures which bear directly upon biology, with three plates illustrating bioplasm. Mr. Cook defends the theistic, and opposes the materialistic theory of evolution, and has, of course, called down upon himself the sneers of Huxley, Tyndall and Herbert Spencer. This volume is to be followed soon by another, uniform in price and size, containing the remaining lectures on Transcendentalism, or a discussion of the views of Theodore Parker.

Connecticut.

THE Litchfield County Teachers' Association was held at Roxbury, on Thursday, Friday and Saturday. The proceedings were as follows: Mr. Marshal spoke upon writing, and Miss Bush on American history. W. B. Dwight gave his views upon Language. His idea was that it should be the constant endeavor of the teacher to correct and instruct in a proper mode of speaking, and that grammar should come afterwards. Prof. Northrop spoke upon Plainness in language, and on Pronunciation. An interesting paper was read by Mr. Gunn of Washington, upon Sympathy between teachers and boys.—Prof. Appar of N. J. spoke at some length on Geography. Prof. Northrop on Compulsory education; Prof. Appar upon the School houses and systems of other countries, advocating their method of teaching children to observe natural objects, such as minerals, trees, flowers and birds; he concluded with a short lecture on the lower forms of animal life, illustrated by drawings on the board; he also lectured on map-drawing. If scholars could be taught his rapidly, it would be a valuable branch of education, and would take but little time. He drew a very complete map of Connecticut in forty-five seconds!

Prof. Crichton, principal of the Normal School, spoke upon Mental science and the advantages of its study. He said more of it, and less of arithmetic, would be a desirable change. He thought that too much attention was given to the intellectual part, and too little to that of feeling, which needed training as much as the other.

Six great families of nations are recognized among the aboriginal inhabitants of the region lying west of the Rocky Mountains, and more than 700 tribes are specifically mentioned. Lying along the Arctic coast are the Hyperboreans; between the fifty-fifth and forty-second parallels are the Columbians, after whom come the Californian and Great Basin Indians, the New Mexicans, the wild tribes of Mexicans, and finally the wild tribes of Central America. If the strength of the Indians under the control of our government is correctly estimated at three hundred thousand, it is hardly possible that the entire savage population of the North American Continent can exceed half a million.

Moral Education.

Lastly, always remember that to educate rightly is not a simple and easy thing, but a complex and extremely difficult thing: the hardest task which devolves upon adult life. The rough and ready style of domestic government is indeed practicable by the meanest and most uncultivated intellects. Slaps and sharp words are penalties that suggest themselves alike to the least reclaimed barbarian and the most stolid peasant. Even brutes can use this method of discipline; as you may see in the growl and half-bite with which a bitch will check a too-exigent puppy. But if you would carry out with success a rational and civilized system, you must be prepared for considerable mental exertion—for some study, some ingenuity, some patience, some self-control. You will have habitually to trace the consequences of conduct—to consider what are the results which in adult life follow certain kind of acts; and then you will have to devise methods by which parallel results shall be entailed on the parallel acts of your children. You will daily be called upon to analyze the motives of juvenile conduct: you must distinguish between acts that are really good and those which, though externally stimulating them, proceed from inferior impulses; while you must be ever on your guard against the cruel mistake not unfrequently made, of translating neutral acts into transgressions, or ascribing worse feelings than were entertained. You must more or less modify your method to suit the disposition of each child; and must be prepared to make further modifications as each child's disposition enters on a new phase. Your faith will often be taxed to maintain the requisite perseverance in a course which seems to produce little or no effect. Especially if you are dealing with children who have been wrongly treated, you must be prepared for a lengthened trial of patience before succeeding with better methods; seeing that which is not easy even where a right state of feeling has been established from the beginning, becomes doubly difficult: when a wrong state of feeling has to be set right.—HERBERT SPENCER.

PROF. HALL of Washington gives the rotation period of Saturn as 10 h. 14 m. 23.8 s., nearly two minutes less than the determination made by Sir Wm. Herschel. Prof. H.'s calculation has been made from observations of a bright spot about 2" or 3" in diameter, which he first saw on the night of Dec. 7, 1876.

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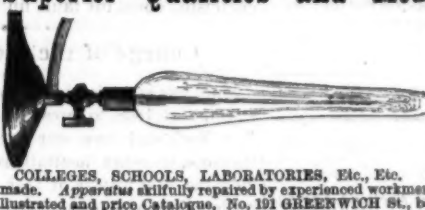
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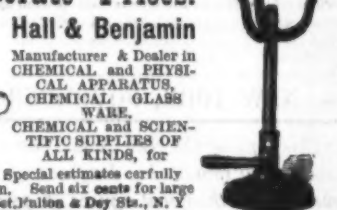
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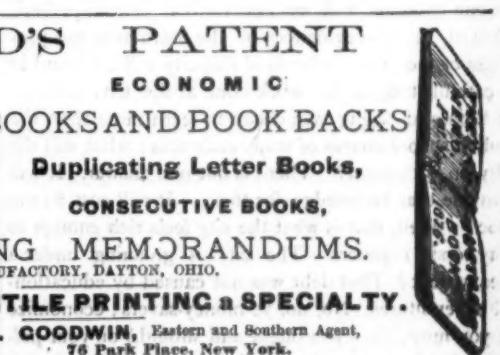


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NEW YORK, NOVEMBER 24, 1877.

This copy of the NEW YORK SCHOOL JOURNAL may possibly fall into the hands of one who is not a subscriber; consider then, that a piece of good fortune has befallen you, and send in your subscription at once. If you are teacher and are a subscriber to no educational paper, you do yourself an injury you have no right to do. It may be set down as an undeniable fact that every "live teacher" takes an educational paper. A small fund has been placed in our hands to send the JOURNAL to those who are too poor to afford it; that number we hope is not very large.

The first of a series of articles on the history and work of the College of the City of New York appears in our columns, and we ask for it a careful perusal. One of the best evidences of the usefulness and progress of the public schools of this city will be found in a careful study of the work done at the City College. A thousand young men desire to learn more than the public school course of study embraces; what will the city do with them? There is but one answer. It will provide that knowledge for them. It will cost \$150,000? Well, that is what the city feels rich enough to pay to six coroners. The city is groaning under a heavy debt? That debt was not caused by educational expenditures. No, no, ye money-savers; economize if you must, (and you ought and should,) on your politics that have brought the city into debt; but do not attempt to take away opportunities from ambitious, deserving young men to obtain knowledge, in order to save money.

As light is shed on the management of the public schools, a good deal of dissatisfaction is felt. Let us, therefore, look into this school management, and see how business is done. There is a body of men which go by the name of Trustees, Directors, or Board of Education, who undertake to direct the educational affairs of the district, village, or ward. Some of this body may be there because of their fitness, but that is the exception and not the rule. There is need of one or more teachers, and the officials proceed to business. If the salary is small, the applicants are few; if it affords a decent living, a good many try for the place. They study the surroundings; they bring "influence" to bear upon it; bring in letters and recommendations, and finally an appointment is made; it may be a good one and it may not. Here we might stop to point out

what a good appointment consists in, but that can be discussed at another time. We now propose to say simply what is done, to show, if possible that it is wrong in four cases out of five. The applicant must have a place; the Trustees are not experts, and they judge of matters very much like juries.

For example, here a few facts, a few of many. Rev. Mr. — is an excellent preacher; he has a son who has attended a medical college, and graduated therefrom; this son has tried to get patients, but having succeeded poorly after a four years trial, his father determined "to get him a place to teach." He has influence, there is nothing against the young man, and he is appointed. Miss — graduated at a school two years since; she has met with reverses; "she must be provided for;" she has a relative "who gets her a place to teach." Miss — is one of four daughters; her father is well off, but she loves to dress well, has nothing to do at home, would not refuse a good offer of marriage and is waiting for that evidently; meanwhile "she goes to teaching." These are samples; there are thousands who are "looking for places to teach in"; as fast as possible they get in to them and proceed to do what they call teaching. What this turns out to be, falls so short of what the parents wish it to be, that there is constant dissatisfaction, constant criticism, constant fault finding. Is there a remedy?

College of the City of New York.

Since our attention has been called to a revival of the old attempt of 1868, to break down the College of the City of New York, and turn over its thousand students as charity students, to other institutions, we think it advisable to review the past history of that Institution, and furnish our readers here with, some extracts from the report of the old Board of Education.

The Act establishing the Free Academy was passed May 7, 1847. In June the question whether such an Academy should be established according to the provisions of the act, was submitted to the people, and the People established it. Robert Kelly, Thomas Denny, Andrew Carrigan, J. S. Bosworth, and Geo. Paulding, the Executive Committee, made a report on May 8, 1848, from whom which we make the following extracts. It first speaks of the small number of students who could seek higher education at the two other colleges in the city, and says, "it cannot be denied that the unavoidable expense of a regular course of education in either of these colleges, is greater than can be borne by the heads of families in this city pursuing the various trades and occupations, whose business occupies the great mass of the people."

"If the number of highly educated men can, with a trivial addition to the public expense, be greatly multiplied; if these benefits can be rendered accessible to the great mass young men who cannot now indulge the hopes of enjoying them at all, if pecuniary inability to defray the present expenses of a collegiate education can cease to be a barrier to the acquisition of it, it is but reasonable to expect that in a brief period, the number liberally educated in the city will be increased at least four-fold."

"One of the important objects designed to be secured by establishing a Free Academy, is to bring the advantage of the best education that any school in our country can give, within the reach of all the children of the city whose genius, capacity, and desire of attainments, are such as to render it reasonably certain that they may be made, and by such means would become eminently useful to society."

"The permanency of our free institutions, the future state of society, the extent to which the laws of the country will be regarded, and social quiet and order preserved, depend essentially upon the virtue and intelligence of the people."

"It is believed that a liberal education of the largest practicable number of young men, who may propose to seek the means of subsistence in agricultural, mechanical or other productive occupations, would exercise a genial influence upon all the various relations of social and political life; that such an education would not tend to dissatisfy them with such pursuits. * * * That such a result would remove the foolish prejudice which now induces thousands to abandon the honest and healthy pursuits of the fathers, in order to establish themselves in professions and mercantile pursuits which are already crowded to excess, and in which the public rather needs an increase of practical ability than of numbers; that such a change would overturn the erroneous opinion, so prevalent among, and so fatal to many young men at the present day, that some occupations are more honorable than others, and for that reason more desirable."

"One object of the proposed Free Institution, is to create an additional interest, and more completely popularize the Common Schools. It is believed that they will be regarded with additional favor, and attended with increased satisfaction, when the pupils and their parents feel that the children who have received their primary education in these schools, can be admitted to all the benefits and advantages furnished by the best endowed college in the State, without any expense whatever. It is believed that such an institution as the proposed Free Academy is designed to be, in addition to the great benefits it will confer, by annually graduating a large number of highly educated young men, destined to pursue some of all the various pursuits of life, would stimulate tens of thousands who might never enter this academy, to additional industry and greater advances, while in the common schools. The certainty to a young man of good abilities, and desirous of making large acquisitions in knowledge, of having the opportunity of gaining as extensive an education as can be furnished in any institution in the State, if his parents can only furnish him the means to subsist at home, is in the highest degree cheering, while the certainty that the limited earnings of his parents will preclude him, in the existing state of things, from having any such advantage, tends to repress all such generous aspirations, paralyze effort, and prevent the free development of his ability to become extensively useful to the class in which his lot may be cast, or to society at large."

The foregoing brings before our readers the general object for which this institution was established; and we strongly recommend a careful perusal of the whole of that report. The only question now asked concerning the college, which is worthy of our consideration in this article, is this, 'does the college carry out the intentions of its founders?' We know, after thorough investigation, that it does. But during that investigation, we do not find out that those who charge otherwise, have ever been there, to determine whether or not, their charges were just.

Yes, the college still remains the High School for the people, just as all colleges are high schools: the people use it; the majority of the students are the sons of the Drover, the Druggist, the Dressmaker, and the Laborer. Take the letter L, in one class, and we find Laborers, 41, Laundresses, 3, Lawyer, 11, Livery Stable, 1; or the letter C, in the same class, Clergyman, 7, Clerks and salesmen, 63, Contractors, 3; or the letter S, Saloon keeper, 12, Sail maker, 1, Ship-master, 1, showman, 1, Speculators, 4, Stewards, 3.

The above does not look very much like spending money to educate the sons of the rich to the exclusion of the poorer classes as is constantly charged. The latter are reaping the benefits designed for them by the founders of the college. In our next issue we will continue this rapid review of the work done at the college, and will touch upon the influence which that institution has exerted in changing the curriculum in several other colleges, it having been in point of fact, a pioneer in giving practical instruction in many subjects. We close this article by stating that this year there were 1,003 students inside the College in one day; and thirty-five instructors were engaged in teaching from 25 to 50 each.

NEW YORK CITY.

New York Board of Education.

The Commissioners met Nov. 21. All were present. COMMUNICATIONS.

From the Mayor, appointing Waldo Hutchings, B. F. Watson and E. C. Donnelly, as Commissioners for three years, in the places of Messrs. Baker, Wetmore and Wilkins, whose terms of office expire Jan. 1, 1878. Messrs. Haseltine, Walker, West and Trand were reappointed. Dennis Keenan was appointed Inspector in the First District, and Patrick Maguire in the Eighth; all the other Inspectors were reappointed.

From the 19th Ward trustees, asking the Board to defend them in the suit brought against them by J. H. Goldschmidt, whose children were refused admission for want of room. Also, asking to withdraw the communication they sent in in respect to the O'Callaghan case.

From the Board of Health, asking that teachers report the existence of contagious diseases.

REPORTS.

The Committee on By-Laws reported that the Board of Education could not investigate the complaint of Miss Bonesteel against Trustee Thalmeisinger. A brief debate was had by Messrs. Walker, Boardlee and Dowd. It was the opinion of Mr. Walker that the Board could initiate proceedings itself against a school officer; but if they were started outside, they must be initiated by a taxpayer. The Board agreed with the report.

Also to allow trustees of 19th Ward to withdraw their protest, and that it be returned to them, (on request of the Trustees, they regretting the writing of the same), with the warning that no such document will be again entertained. This ends the O'Callaghan matter, that was becoming quite famous.

Also, recommending that the Principals of the several schools and departments be directed not to assemble in the large hall at the daily morning exercises a greater number of pupils than can be accommodated with seats. Adopted.

The Committee on Evening Schools, asked for power to audit the pay-rolls of the First Ward Evening Schools.

Mr. Hazeltine stated that the Evening School Committee had been directed by the Board of Education, to take charge of the Evening Schools of the First Ward, and now they asked power to pay them.

Mr. Wetmore asked for light as to whether the teachers were legally appointed.

Mr. West cited a case where an Evening School was taken charge of by the Board in 1868. He admitted that the Board had authorized the Evening School Committee to take charge of the school. All voted for it except Messrs. Beardslee, Wetmore and Jeliffe.

BROWN'S GRAMMAR.

Mr. Traud moved a re-consideration of the vote on taking Brown's Grammar and other books from the list of supplies. Mr. Walker moved it lie on the table. He said he understood there was to be a revision of the book, this showed it was unworthy of a place on the list of supplies. Tabled.

Mr. Beardslee offered a resolution that many of the books of reference, cut off from list of supplies should be restored. Sustained by Messrs. Wickham and others. Mr. Wheeler said the matter had just been laid on the table, which was sustained by the President. It was referred to joint committee of Supplies and Course of Study, with power.

Mr. Baker offered a resolution as to the propriety of organizing a number of Primary Schools in the populous wards, to relieve the crowded condition of the schools, also against teaching foreign languages in the schools, etc. Mr. Katzenberg offered one to have two sets of pupils taught in one Primary School, etc. Both referred.

The Committee on Teachers dismissed complaint against Miss Hoffman, P. D. G. S. No. 7, made by W. E. Hall.

The Normal College Committee recommended the appointment of Miss Margaretta W. Campbell as assistant teacher in drawing, at a salary of \$800.

Also to accept prizes for best students in French, presented by President Wood and Mr. F. R. Coudert—(one is \$40 in gold; the other a gold watch.) They also return thanks to the donors.

NEW BOOKS.

Applications were made to put the following books on the supply list: Quackenbos' Illustrated Lessons in Language, and Steele's 14 weeks in Geology, and Lancaster's History of England.

A debate followed over the appropriation for furniture, and then Adjournment.

At the Board of Education.

The last meeting drew out a good attendance of teachers and others. There seemed to be an impression that something unusual would happen. Perhaps the coming of the names of the new Commissioners had most to do with it. It was a cause of general surprise that Mr. Baker was not re-appointed. But there were several reasons given for this. In the first place he has the implacable hostility of a powerful German interest. His speeches in the spring of 1875, in opposition to the study of the German language in the schools, will never be pardoned by them. It has been known for some time that the German interest demanded the appointment of a man, who sympathized with German ideas. This was found in the person of Julius Katzenberg—appointed by the Mayor, two weeks since. It was then hinted that Mr. Baker would not be re-appointed. Another objection to Mr. Baker is, that he is out of sympathy with the genius of the public school system; that he would keep it as it was, forgetting that it is constantly developing and changing. Mr. Baker may, and probably does, err in judgment on this point. There is a class that oppose higher education, but it is not the poorer class or the great middle class—the real patrons of the public schools. It is a class of conservative rich men. The real demand that may be heard in a strong undertone, in the public heart and mind is for a constant improvement of the public schools. The people once were satisfied with anything almost, in the way of buildings furniture and teachers, but now they demand the best. That there is a tendency to economize expenditure in the matter of education, does not at all mean that the people will allow the schools to be crippled. The schools have never had a warmer and firmer friend than Mr. Baker; he has been found at his post at all times; he has discharged his duties with justice, and impartiality; he has won the cordial respect of those who disagree with him, for he has constantly identified himself with the interests of the rising generation of children.

Mr. Wetmore has given unremitting attention to the discharge of his duties. As an enlightened and conscientious friend of children, he has no superior; he gives no small portion of his time to private beneficence among them, and has done so for years. The Nautical School has found in him a very earnest friend; the appointment of good trustees has been a hobby with him; the compulsory law has been firmly upheld and his heart given to advancing the schools.

Mr. Wilkins has been too short a time a Commissioner to identify himself very intimately with the Board of Education. Though pressed with business, he has shown himself a faithful and energetic officer.

The appointment of Mr. Dennis Kernan as Inspector of the First District, drew out some surprise from those who knew the appointee.

Mr. Baker offered a resolution that looked to the establishment of more Primary Schools and cutting off some of the studies of the higher grades. Mr. Katzenberg offered one to have the primaries attend but one session per day, to have two sessions, however, and thus instruct twice the number now admitted. Both of these met with no favor, because the New York idea is to furnish the means of a good and generous education, for all, (if the pupils cannot all stay and get it that is their fault); also to spend all the time needed, and that is more than three hours per day, shortened as it is by recesses and exercises into two and one-half hours.

There was an effort made to restore Brown's Grammar to the list of supplies, but it failed,—for the present. The representatives of the publishers were in full force. The application to put Appleton's Illustrated Lessons in Language—a capital book—on the List of Supplies was made.

City Notes.

MR. BRENNAN, the ever active trustee of the Sixth Ward, by permission of the Evening School Committee, took the children attending evening-school No. 24 up to the fair of the American Institute. It did "all concerned" good. May he live to repeat the operation; in the language of the new year caller, (who unfortunately used the phrase when he called upon a newly-married lady), "Many returns of the day."

It is said that Mayor Ely had hard work to make his appointments for the Board of Education this year. "There was great pressure brought to bear."

It appears, at last, that a citizen of the 19th Ward has determined to test the question whether he has a right to educate his child at the public-schools of that ward. It will be remembered that this ward refused admission to a large number of pupils for want of room. It is believed that well defined districts will yet be assigned to each school in such districts, and that those who wish to attend other schools will be obliged to obtain permission of the trustees of those schools.

THE Nineteenth ward Trustees, have in a prompt manner acknowledged themselves to be in the wrong in the matter of their protest; this shows them to be gentlemen as well as Trustees. "All is dear in the East."

THE debate over Brown's Grammar will be of real service. Commissioner Walker certainly presented his case very strongly. It would have added to the interest of the matter if Supt. Kiddle could have been heard on the other side. No one took up the gage thrown down by Mr. Walker. He was formerly a teacher and that accounts for his being so well posted.

THE colored children in Harlem have their car-fare paid them when they come to school in 17th street. This is to prevent the need of having a school-house for them in that part of the city.

It is said there is a number of Brooklyn and Jersey City pupils in the schools, contrary to the laws. It is said that their parents send them here because of the excellence of the schools.

It is said the Board of Estimate think of diminishing the allowances for educational purposes! A certain man had two sons; one chewed and smoked tobacco, drank whiskey and generally contrived to use up a good deal of money on horse-racing, gambling and other disreputable things; the other was sober, industrious and bent on self-improvement. The old gentleman, finding himself financially embarrassed concluded after much sage cogitation to limit expenditure. And how did he do it? Why, he let the prodigal go on as before, but ordered the other to take no more newspapers and spend nothing on lectures or preaching. Whew!

PERHAPS—The Aldermen want to know how many teachers live outside of the city limits, and how much they are paid. Suppose it amounts to \$100,000. They will say that money should all be spent here for house-rent, etc., it would make us business, etc. In the course of time, there will probably be a by-law passed requiring every teacher to live in the city; also every pupil to attend the schools of his own ward, and if some are to be believed, to attend the school of his own ward-division. It is claimed that coroners may be permitted to draw huge salaries—\$25,000, but the teachers must have their cut-down. No, no, gentlemen, cut down politics, but not education. Our motto is less politics—more EDUCATION.

JAMES CRUIKSHANK, L.L.D., principal of Public School No. 14, in Brooklyn, was formerly Secretary of the American Popular Life Insurance Company, which was found to be in a rotten condition by the Insurance Superintendent. Several charges are brought against him and his trial will shortly begin; he has pleaded not guilty.

For the NEW YORK SCHOOL JOURNAL.

Benson vs. Benson.

THE geometrical "demonstrations" of Mr. Benson's theorems of the circle have been examined with much interest by many of your readers. But the expected reply to Mr. Benson's propositions from some of your mathematical correspondents, has not yet appeared. Allow me to venture a suggestion or two by way of reply.

If the inscribed dodecagon, or twelve-sided polygon, be three-fourths of the circumscribed square, the circle must be greater than three-fourths. If, on the contrary, as Mr. Benson insists, the circle be three-fourths, or $3R^2$, then it is either equal to the inscribed polygon, or the polygon must be less than three-fourths. This I understand to be Mr. Benson's position. But if the polygon of twelve sides be less than three-fourths, all regular polygons must have magnitudes different from and less than those assigned to them. Now, polygons being measured by the triangles into which they are divided, are we to suppose that the measure of triangles is wrong? Mr. Benson, in his *Geometry*, gives the theorem correctly for the area of triangles, but, if his proposition of the circle be true, if twelve equal triangles be so arranged as to form a polygon, we are compelled to admit that the sum of the twelve triangles forming a polygon is less than their sum computed separately. If not, then the dodecagon is three-fourths of the square, and the circle is greater than $3R^2$.

Mr. Benson attaches great importance to the alleged experiment of the "two tin cups," one whose diameter is 3.5, the other a square whose perimeter is 12.12. He says, "practically" they are equal. Now, if the circle be $3R^2$, then, as he announces in his *Geometry*, the cone is one-quarter, the sphere one-half, and the cylinder three-fourths of the cube. If these propositions be true, what becomes of all the careful and long continued tests made by the most scientific mathematicians and engineers of Europe, by measurement, displacement, and gravity, to determine the standards of weights and measures, and the weight of balls and shells, the power of explosives, and other questions of the highest practical importance to civilization, which have been the objects of continued investigation, made with instruments and apparatus of mathematical precision, by the governments of the old world?

Are two tin cups, three inches deep, large enough to hold the ordnance departments of Great Britain, France, and Germany?

Mr. Benson's radical objection to the circle as known and established, I find comprehensively stated as follows:

"Since (I. 23, cor. 4) the area of a triangle is derived from the properties of parallel straight lines, and any polygon has its sides straight lines (I. def. 12), the properties of parallel straight lines are applicable to all polygons; but the circle being formed by a curve line, the properties of parallel straight lines are not applicable to it; hence the reason is evident why the ancient geometers objected to the curve line being regarded a polygon of a great number of sides."—BENSON, *Geometry*, p. 140.

From a recent article by Mr. Benson, in the *Boston Pilot*, we learn:

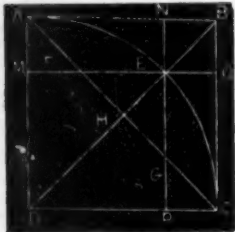
1. That a curve line is essentially and fundamentally different from a straight line.
2. That this essential and fundamental difference necessarily involves distinct properties to the curve and straight line.
3. That the curve and straight lines, having distinct properties, surfaces formed by them, respectively, require dissimilar processes of reasoning to determine their magnitude."

In a curious work entitled "Mellificium Mensationis; or, The Marrow of Measuring," by Venterus Maudey, (London, 3d edition, 1717), are some quaint propositions in Geometry, "never heretofore published." The mensuration is given in the forms and under the rules then in use, with the author's improvements. He demonstrates beyond dispute, Bk. III., chap. 8, that the square of the radius, "is to the quadrant as 5 to 4;" and in chapter 9, "Of solids and their superficies," the author says, "According then to the foregoing chapter, the square ABCD is to the circle GEHF as 5 to 4." In other words, the circle is .80, or four-fifths of the square. By revolving the rectangle, the semi-circle, and the triangle around the axis EF, we generate the cone, the sphere and the cylinder. Hence the cube is to the cylinder as 5 to 4; the cylinder is to the cube as the circle to the square, or .80 to 100—which is four-fifths. "The cube is to the sphere as 15 to 8." But, the author, in his mensuration, not having learned the ratio of .7854, adopts the Archimedean ratio of 7 to 22, or 113 to 355, or 453 to 355, and therefore gives the correct results. He also measures the sphere by similar rules, giving the value of .5236 for the volume of the sphere. Thereby proving that, however admirable might be his demonstration of the area of the circle, and the volume of cone, sphere and cylinder, his "practical" application required

the use of the established principles; and we have Mandy the Geometer vs. Mandy the Measurer.

So with Mr. Benson. He demonstrates the area to be three-fourths, and at the same time measures the circumference by 3.1415926535.

Mr. Benson objects to the determination of the circle by the use of the straight lines of the polygon. Now, the polygons are made up of triangles, whose vertices are at the centre, and whose sides, bases, perpendiculars and similar angles are all equal, and whose magnitudes being similar and equal are capable of absolute demonstration and measurement. These form the simplest and most perfect properties favorable to a solution of the problem, and all within the circle. But Mr. Benson reverses the order, and resorts to the extraordinary, illogical and unscientific method of taking a rectangle formed by "parallel straight lines," outside of the circle, and a triangle within the circle from which to deduce his area. In addition to which, he singularly rests the base of his triangle on the side of the inscribed square toward the centre, with the vertex in the circumference. By these means his rectangle, formed of straight lines, and triangles, "derived from the properties of parallel straight lines," are continually overlapping each other, and their differences must be reduced to infinity to obtain the true result. By this unnatural method, he also loses an important element, as will appear from the following demonstration, in which I make use of Mr. Benson's diagram:



Let the quadrant be constructed as in the figure, and let NBOE be a square. Also, let the triangle FEG be constructed with the vertex at E. The triangle FEG is equal to the square NBOE.

Let, now, the figure be changed, so that AM, NE and BO=1, and EO=2, and we have a rectangle, and the intersecting angle E of the triangle will be removed to E'.

Let AM, NE and BO be reduced to .5, and let EO=3, and we have also a rectangle, and the vertex E' will be moved to E'. The rectangles NO, NO' and NO'' will be equal to the triangles represented by E', E', E', wherever they may be drawn.

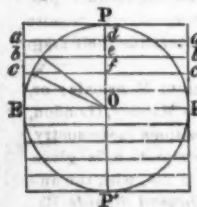
Therefore, insists Mr. Benson, the areas of the triangles being equal to the areas of the rectangles, the section outside the circle is the same as the segment AEC within the circle. Hence, $3R^2 = \text{area}$, and $.75 = \text{ratio}$.

To which I answer:

The moving of E to E' and from E' to E' intersecting with the rectangle at these points leaves a small segment, bounded by the curve of the circle, which is continuously lost by Mr. Benson's method, and the sum of these segments is the difference between $3R^2$ and $.78539$. If a diagonal be drawn from E to E' and from E' to E', these segments, are to the segment AEC, as the respective diagonals EE', E'E', to the greater diagonal AC. These segments are overlooked by Mr. Benson, hence his error.

Q. E. D.

Finally, Mr. Benson objects to deducing the area of the circle from the "properties of straight lines" of regular polygons, and asks for a demonstration from the properties of curve lines or of the circle alone. He has no special right to demand what he does not himself give, but I submit the following, derived from the properties of the circle, and entirely within the circle.



Let PPEP be a square in which a circle is inscribed, having its center at O. Let EE' be the diameter, and OE the radius, and let aa' , bb' , cc' , be chords drawn through the circle, parallel to the diameter, with their extremities touching the perimeter of the square. (Let the letters at the

perimeter of the square, be the similar signs for the chords at the circumference of the circle.)

Let the radius Oc be drawn, and the triangle cFO, will be right angled at f. Now, by the properties of the right-angled triangle, cf will be equal to the square root of $cO - FO$. This will be true of all the cf's wherever they may be drawn within the circle. Then cFOE, and bFOE wherever they may be drawn, will be trapezoids, which may be measured by taking the half-sum of the two sides into the height.

The sum of all these trapezoids will be the area of the polygon inscribed in the circle. The same method may be followed in measuring the trapezoids within the square, and outside the circle. The sum of all the trapezoids will be equal to the square. But between the series of trapezoids within the circle, and the series outside of the circle, there is a segment of the circle included within the curve, which can be obtained only by dividing the polygon, and increasing the

number of trapezoids "infinitely," when the polygon will become a circle.

By this method I have divided the quadrant into twenty parts, and thereby obtained an irregular polygon of eighty sides, with a result corresponding very nearly with that obtained by the bisection of regular polygons. I give the table for the trapezoidal polygon of eighty sides in full. The table commences at the bottom with the radius, and proceeds to the extremity of the axis, and is extended to the eighth place of the decimals. It is as follows:

Approximate area of the circle computed by half-chords for an Irregular Trapezoidal Polygon of eighty sides—R1.

Height	1.00	1.0612495
	0.95	.37408485
	0.90	.48132128
	0.85	.56339134
	0.80	.63071891
	0.75	.68779033
	0.70	.73703856
	0.65	.77996714
	0.60	.81789232
	0.55	.85089802
	0.50	.87982695
	0.45	.90477182
	0.40	.92669241
	0.35	.94534444
	0.30	.96109251
	0.25	.97402096
	0.20	.98404294
	0.15	.99183671
	0.10	.99686837
	0.05	.99937488
		.779614728

Thus it appears that the area of the polygon of eighty sides is equal to .779614728, plus the segments of the circle not included by the trapezoids. The regular polygon of 64 sides has an area greater than this, being to equal .7841 of the circumscribed square.

I have computed the value of the trapezoids outside the circle and within the square, to obtain the area of the section outside the circle, which Mr. Benson declares to be equal to one-fourth, and equal to the segment AEC within the circle. Subtracting the area of the circle from the square, we have $1.00000 - .78539 = .2146$. By measuring the trapezoids I obtain $.217685$, a little in excess, which is reduced to .2146, by the segments of the circle. The sum of the trapezoids within and without the circle is, therefore, $.779614728 + .217685261 = .997299989$ which is a very near approximation for an irregular polygon of 80 sides.

I have also divided the radius into 100 parts, and computed the area of the polygon of 400 sides to eight places of decimals, by the same method as given above, and the result is, that the area of the polygon inscribed in a circle, is equal to .785191681, which is a very near approximation to the area of the regular polygon, (obtained by bisection), of 384 sides, which ratio I also have found to be $=.78539$. Farther bisection gives to the area of the circle the ratio of .7853986633, which is the true value. AND IT CAN NEVER BE CHANGED.

WM. OLAND BOURNE.

Nov. 22, 1877.

Clear as Mud.

ARTEMAS WARD was an inveterate joker. Talking with Mark Twain, he says:

"Now, there is one thing I ought to ask you about before I forget it. You have been here in Silverland—here in Nevada—two or three years, and of course your position on the daily press has made it necessary for you to go down in the mines and examine them carefully in detail, and, therefore, you know all about the silver-mining business. Now, what I want to get at is—well, the way the deposits of ore are made, you know. For instance; now, as I understand it, the vein which contains the silver is sandwiched in between castings of granite, and runs along the ground, and sticks up like a curbstone.

"Well, take a vein forty feet thick, for example, or eighty for that matter, or even a hundred—say you go down on it with a shaft, straight down, you know, or with what you call the 'inclines,' maybe you go down five hundred feet, or maybe you don't go down but two hundred, anyway you go down, and all the time this vein grows narrower, when the castings come nearer or approach each other, you may say that is, when they do approach, which of course they do not always do, particularly in cases where the nature of the formation is such that they stand apart wider than they otherwise would, and which geology has failed to account for, although everything in that science goes to prove that, all things being equal, it would if it did, or would not certainly if it did, and then of course they are. Do not you think it is?"

"You see that what I am after is this." [Here he became even more fearfully impressive than ever, and emphasized each particular point by checking it off on his finger ends.] "This vein, or lode or ledge or whatever you call it—runs along between two layers of granite, just the same as

if it were a sandwich. Very well. Now, suppose you go down on that, say a thousand feet, or maybe twelve hundred (it don't really matter), before you drift; and then you start your drifts, some of them across the ledge, and others along the length of it, where the sulphurets—I believe they call them sulphurets, though why they should, considering that so far as I can see, the main dependence of a miner does not so lie, as some suppose, but in which it cannot be successfully maintained wherein the same should not continue, while part and parcel of the same ore not committed to either in the sense referred to, whereas, under different circumstances, the most inexperienced among us could not detect it if it were, or might overlook it if it did, or scorn the very idea of such a thing, even though it were palpably demonstrated as such. Am I not right? The fault is my own, no doubt—though I did think it clear enough for—"

"Don't say a word. Clear! Why, you stated it as clear as the sun to anybody but an abject idiot."

"No, now don't say that. I'll begin it all over again, and—"

"Don't now, for goodness sake, don't do anything of the kind."

"Now, don't you be afraid. I'll put it so plain this time that you can't help but get the hang of it. We will begin at the very beginning." [Leaning far across the table, with determined impressiveness wrought upon his every feature, and fingers prepared to keep tally of each point as enumerated; and I, leaning forward with painful interest resolved to comprehend or perish.] "You know the vein, the ledge, the thing that contains the metal, whereby it constitutes the medium between all other forces, whether of present or remote agencies, so brought to bear in favor of the former against the latter, or the latter against the former, or all or both, or compromising as possible the relative differences existing within the radius whence culminate the several degrees of similarity to which—"

At this period Twain says:

I heard a suspicious noise behind me, and turned in time to see Hingston dodging behind a newspaper, and quaking with a gentle ecstasy of laughter. I looked at Ward again, and he had thrown off his dread solemnity and was laughing also. Then I saw that I had been sold—that I had been made the victim of a swindle in the way of a string of plausibly worded sentences that didn't mean anything under the sun.

THE TELEPHONE.—The telephone in its present form consists of a powerful compound, permanent magnet, to the two poles of which are attached ordinary telegraph coils of insulated wire. In front of the poles, surrounded by these coils of wire, is placed a diaphragm of iron. A mouth-piece to converge the sound upon this diaphragm substantially completes the arrangement. The motion of steel or iron in front of the poles of a magnet creates a current of electricity in coils surrounding the poles of the magnet, and the duration of this current of electricity coincides with the duration of motion of the steel or iron moved or vibrated in the proximity of the magnet. When the human voice causes the diaphragm to vibrate, electrical undulations are induced in the coils enveloping the magnets precisely analogous to the undulations of the air produced by that voice. These coils are connected with the line wire, which may be of any length, provided the insulation be good. The undulations which are induced in these coils travel through the line wire, and passing through the coils of an instrument of precisely similar construction at the distant station, are again resolved into air undulations by the diaphragm of this instrument.

ROBERT L. CASE, late president of the Security Life Insurance Company, was charged with perjury in respect to annual reports. He was found guilty but has asked for a new trial. He was a member of the Board of Education, in Newburgh, N. York; and on his presenting his resignation on the 21st, received a warm commendation for his zeal, fidelity, and ability as a school trustee.

The testimony in favor of the new system of Food Cure, as practiced by Dr. Blanchard, is coming from many of the most eminent of the medical profession, as well as the numerous invalids that have been benefited by the concentrated liquid foods that are the specialties of the Blanchard Food Cure Company, 27 Union Square, New York. Dr. Egbert Gurnsey, one of the most eminent physicians of this city, says that from the practical tests he has given to the Blanchard foods he believes they will prove of great value to the invalid and should be endorsed by the whole medical profession.

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